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ABSTRACT

The role that public schools should play in citizenship education is addressed. Two questions are: (1) Should public schools provide citizenship education in the early years for all age groups? and (2) Should schools teach citizenship as an integrated set of values, not as an isolated affect toward country? The task of citizenship education as defined in the study is to teach favorable attitudes toward eight societal components: country, state, neighborhood, voluntary membership organizations, religious organizations, school, home, and self. The sample for the study was 469 randomly selected students from Southeast Texas. A questionnaire was administered to 169 5th graders, 159 8th graders, and 141 11th graders. It sought to measure their values toward the eight societal components. Results showed that, quantitatively speaking, values to societal components were as high, or higher, at the 5th grade, as they were at the 8th or 11th grade. The fact that students' values appear to have been assimilated by the 5th grade makes a strong case for teaching citizenship education in the early grades. From a statistical standpoint, a values "slump" did exist at the 8th grade in reference to five of the components. Not only does citizenship education need to be taught at an early age, it needs to be maintained at a consistently high level throughout public school. The results also showed a high degree of interrelatedness for most of the components. (RM)

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A CASE FOR CITIZENSHIP EDUCATION IN THE EARLY YEARS

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The American people have always expected the schools to contribute directly to the development of loyalty to the democratic ideal, good citizenship, civic responsibility, and human relationships. These represent the broader goals of all education, but the social studies have historically assumed a special responsibility toward the attainment of these goals.

> John Jarolimek, Social Studies in Elementary Education, 3rd ed, (New York: Crowell Collier and Macmillan, Inc. 1967), p. 2

Citizenship education is one of the most difficult tasks facing the public schools today. The rise in crime, the increase in personal debt, the de-emphasis on formal religion, loss of faith in government officials, and the overwhelming emphasis upon the rights of the individual are all symptoms of the citizenship crisis facing this

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country today. Citizenship, as it is used here, is the expression of favorable values toward one's country, state, neighborhood, voluntary membership organization, religious organization, school, home, and self. Citizenship is not defined as merely a favorable value toward country because, as will be seen, the present study demonstrates that the schoolage young people polled did not value country as an isolated societal component, but instead valued all eight entities (hereinafter called societal components) in an integrated manner. Thus, if the teaching of citizenship is a task laid at the feet of the public schools, then the task of teaching favorable values toward societal components is a synonymous one. When a teacher models value toward school, in a manner of speaking, he models value toward country (citizenship) because the school is part of the country.

There are those who contend that values are not, cannot, or perhaps should not be taught. Kenworthy (1973) states:

> The best way to learn values is to live them.
> They are not taught. They are not even caught.
> They are learned in situation after situation,
> day in and day out. They are learned at home...
> in churches... synagogues... community groups...
> from the mass media... from peers and older people.

Although there is considerable difference between Kenworthy's approach and that of A. S. Neill's, it is appropriate to remember the Summerhill approach to character training at this point. The Summerhill school was one characterized by considerable individual freedom for students.

Culkin, Hechinger, and Montagu (1970) cited the Summerhill philosophy as being very beneficial to its students, enabling them to be more self directed. However, there are many who would disagree not only with the idea that it is impossible to teach values but also with the notion that values should not be forced upon children. Raths, Harmin, and Simon (1966) recommeded a much less doctrinaire method for teaching values, the Values Clarification approach. The Kenworthy approach may be criticized as being contradictory, for even in denying that values are taught (or caught) he lends support to the modeling psychology purported by Bandura, Ross, and Ross (1963). After all, imitation of a model is a recognized theory of learning. The Summerhill and Value Clarification approaches have been taken to task because they are highly unstructured, unspecific, and lacking in research base.

There are those of us among the educational community who agree with Emile Durkheim (1922): "Society can survive only if these exacts among its members a sufficient degree of homogeneity". It is superfluous to repeat that there is strength in numbers. If ourselves, our homes, schools, neighborhoods, religious organizations, voluntary membership organization, states, and, ultimately, our country, are to survive destructive forces from without and within, it will be because we have achieved some degree of homogeneity. It will be because we have matured in citizenship to the point where we as individuals can put the interests and needs of other societal components ahead of the interests and needs of ourselves. This job of "growing up" in citizenship may eventually occur in a number of ways, but in the present endeavor, let us look at some ways in which the public school can contribute.

It is important for any educational prescription to have some kind of a research and/or theoretical basis. Methods and materials for instruction should never be adopted because of convenience or attractiveness. This article proposes these prescriptions for the public school's role in citizenship education; the theoretical justification follows:

1. Begin citizenship education early in the primary grades. Do not wait until the senior year of high school.

2. Provide ample opportunities for students of all ages to interact with all of the societal components.

3. Teach citizenship as a integrated set of values, not as an isolated affect toward country.

The sample for this study was 469 schoolage students from Southeast Texas. Three grade levels of students, in randomly selected classrooms, on randomly selected campuses, from randomly selected school districts, were administered a carefully designed and validated values questionnaire: 169 fifth graders, 159 eighth graders, and 141 eleventh graders. There were five stimulus items used in each subscale for measuring values toward the eight societal components. These were some of the test items:

Almost everyone finds something nice about me.	A B C D E
I look forward to going home.	A B C D E
Our school has a good school spirit.	A B C D E
I am proud to tell them about my church.	A B C D E
Texas is the best state in the Union.	A B C D E
I cherish my citizenship and would never want to relinquish it.	A B C D E

The 469 respondents registered their amount of agreement or disagreement with the stimulus items by marking "A" for strongly disagree, "C" for undecide, and "E" for strongly agree. Their responses were based in Likert format, so that on "A" was 1 point and an "E" was five. The range of possible scores for a subscale of five items was therefore from 5 to 25 points.

The values questionnaire was field tested in order to obtain data from which to ascertain the reliability of the instrument the questionnaire was administered to 80 students in the fifth, eighth and eleventh grades. The subscale and total scale split-half reliabilities are shown in Table 1.

TABLE 1
Cronbach's Alpha Reliability Correlation Coefficients for the First and Second Written Testings of the Values Questionnaire

Subscale	Reliability Correlation Coefficients First Testing	Second Testing
Self esteem	.6888	.8302
Family	.7571	.8729
Neighborhood	.8095	.8769
School	.8231	.8516
Religious Organization	.8453	.9011
Voluntary Membership Group	.9447	.9119
State	.8141	.8453
Country	.8162	.8789
Total questionnaire	.9368	.9594
N=	80	78

*Since the instrument displayed the above degrees of internal consistency, it was utilized in the collection of data from a carefully drawn sample of 469 students in East Texas.

Table 2

Means and F-values Resulting From the Analysis of Variance Calculated for Three Age Groups for Eight Societal Components and Duncan's Multiple Range Test of Homogeneity

Societal Components	Self Value	Home Value	Nbrhd. Value	Rel.Org. Value	School Value	V.M.O. Value	State Value	Country Value
Grade								
Fifth N=169	18.01(A)[1]	21.10(A)	18.78(A)	20.76(A)	17.70(A)	17.07(AB)	20.70(A)	21.42(A)
Eighth N=159	17.01(B)	20.20(A)	18.13(A)	18.95(B)	17.57(A)	16.04(B)	19.27(B)	20.03(B)
Eleventh N=141	18.42(A)	20.30(A)	17.92(A)	18.96(B)	17.43(A)	17.63(A)	20.45(A)	20.67(AB)
F-value	5.58*	1.76	1.51	7.30*	0.12	3.03*	3.70*	3.88*
W-Square	.02	.01	.01	.03	.01	.01	.02	.02

*Significant at or beyond .05 level.

[1]Alphabetical characters illustrate groupings. For self value, fifth and eleventh grade students' scores were not significantly different from each other, but eighth grade students scored significantly ($p < .05$) lower than either the fifth grade students or the eleventh grade students.

Analysis of variance was utilized in determining the validity of the first teaching recommendation already advanced (Begin citizenship education early). The null hypothesis tested was "There will be no ($p<.05$) significant difference in reported values toward the eight societal components betweenage groups". The results are shown in Table 2. From the table, it may first of all be noted that, quantitatively speaking, values to societal components were as high, or higher, at the fifth grade level, as they were at the eighth or eleventh grade level. It appears that from a statistical standpoint a values "slump" existed at the eighth grade level in reference to values toward self, religious organizations, voluntary membership organizations (such as 4-H), state, and country. Not only does citizenship education need to be begun at an early age, but it needs to be maintained at a consistently high level throughout the public school career. The results shown in Table 2 also make a strong case for citizenship education in the early grades. Much of the values toward societal components appears to have been assimilated by the fifth grade. The first few years of life are a critical time for the development of the personality of the young citizen. The admonitions of cognitive developmentative such as Piaget and Kohlberg should not be misinterpreted--while certain stage of moral maturation are largely characteristic of children at certain ages, it should also be remembered that " . . . any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (Bruner, 1960). As in any educational endeavor, citizenship education should be carried out in consideration of

individual differences. Not all children will be in the same stage of moral maturation at the same chronological age. It is interesting to note that, from a quantitative point of view, the oldest students in the study scored as high as the youngest. This is not to say that qualitative differences in moral reasoning could not have existed.

The present study also addresses the integrated vs. separate subjects issue in the scope of citizenship curricula (teaching recommendation two). In citizenship education, exposure to some of the more abstract components is sometimes avoided with primary age children because it is believed by some that value toward country is too complicated for young minds. This null hypothesis was developed to be tested while in the course at evaluating teaching recommendation two. There will be no ($p < .05$) predictiveness of a professed value toward a societal component with the value toward that component being used as a dependent variable and professed values toward the other seven component being used as the predictors (indpendent variables). Multilinear regression was utilized to test this hypothesis. Table 3 shows the predictiveness levels of multiple correlations between scores on societal components.

Table 3

Summary of Predictive levels Based on Computations of Multiple Correlation Coefficients Between Expressed Values Toward Societal Components

Dependent Var. \ Independent Var.	Self Value	Home Value	Nab. Value	School Value	Rel. Org. Value	VMO Value	State Value	Country Value	R^2
Self Value	-----	.0001*	.1483	.1429	.7014	.7899	.1847	.0986	.23
Home Value	.0001*	-----	.0001*	.0019*	.0001*	.7729	.7697	.0124*	.42
Neighborhood Value	.1483	.0001*	-----	.0001*	.4838	.0167*	.0094*	.1616	.33
School Value	.1429	.0019*	.0001*	-----	.8477	.0003*	.0289*	.0180*	.35
Religious Organization Value	.7014	.0001*	.4838	.8477	-----	.0049*	.0485	.0171*	.29
Voluntary Membership Organization Value	.7899	.7729	.0167*	.0003*	.0049*	-----	.5868	.0008*	.23
State Value	.1847	.7697	.0094*	.0289*	.0485*	.5868	-----	.0001*	.52
Country Value	.0986	.0124*	.1616	.0180*	.0171*	.0008*	.0001*	----	.58

*Significant at or beyond the .05 level.

R^2 is the R-Square value of the various analyses. It is a measure of the variance accounted for by each model.

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Each component was utilized as a dependent variable once, to be predicted by the scores on the other seven societal components. The question at hand was, "Could the values toward the societal components have been learned in isolation from each other?" If that were the case, the level of commitment should have been at varying levels, with none predicted well by the others. As Table 3 shows, self esteem as a dependent variable was not predicted well by any other variable except value toward home. But for most of the other components, there was a high degree of interrelatedness. Since values appear to have been acquired in interrelated fashion, there is no reason for any artificial separation. Kindergarten children should be (as in many cases, they successfully are) taught the pledge of allegiance, the state song, and their school song. Teaching recommendation two is citizenship education should, of course, take into account the various language levels of different learners, but in view of the present evidence, let it not be said that a child of ten years cannot have any feeling toward his state or country. That is overstating the case for developmentalism. We should endeavor to provide an appropriate citizenship education for students of all ages.

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